DOCUMENT RESUME

ED 370 373 FL 022 122


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TITLE Auxiliary Services for High Schools Bilingual Resource and Training Center (Project ASHS). Final Evaluation Report, 1992-93. OREA Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 13 Sep 93
CONTRACT G008525044
NOTE 27p.; For the 1988-89 report, see ED 320 462.
AVAILABLE FROM Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, NY 11201.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Students; *Bilingual Education Programs; Chinese; Classroom Techniques; Curriculum Development; *English (Second Language); Greek; Haitians; *High School Equivalency Programs; High Schools; Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Organizational Communication; Program Effectiveness; Program Evaluation; Reading Skills; Second Language Instruction; Spanish; Transitional Programs; Vietnamese; *Vocational Education
IDENTIFIERS New York City Board of Education



ABSTRACT

Auxiliary Services for High Schools, Bilingual Resource and Training Center (Project ASHS) was a federally funded project in its third year of operation in 1992-93. It functioned at 22 sites in the five boroughs of New York City, serving 3,972 limited-English-proficient students, an increase of over 600 students from the previous year. The target population included students who were over the traditional high school age and/or had inadequate previous schooling. Day and evening classes in English as a Second Language, native language arts, sheltered English (Chinese only), and high school equivalency test preparation were held in Spanish, Greek, Haitian, Vietnamese, and Chinese. Participating teachers had the opportunity to attend weekly staff development meetings and workshops on curriculum development and adaptation of instructional approaches. The project met its objectives for English language proficiency, English reading achievement, Spanish reading achievement, and mathematics instruction. It came close to meeting its objectives for promotion and equivalency test referrals. The major recommendation made for program improvement was to increase communication between day and evening staff. (MSE)



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ED 370 373

# OREA Report

## Auxiliary Services For High Schools Bilingual Resource and Training Center (Project ASHS)

Transitional Bilingual Education Grant: G008525044

FINAL EVALUATION REPORT

1992-93

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Auxiliary Services For High Schools
Bilingual Resource and Training Center
(Project ASHS)
Transitional Bilingual Education Grant: G008525044
FINAL EVALUATION REPORT
1992-93

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## EXECUTIVE SUMMARY

Auxiliary Services for High Schools, Bilingual Resource and Training Center (Project ASHS), was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third year of operation. The project functioned at 22 sites in the five boroughs of New York City. Day and evening classes were held in Spanish, Greek, Haitian, Vietnamese, and Chinese.

Testing, Assessment, and Placement (TAP) centers for G.E.D. preparation and job training served as Project ASHS off-sites. Job Training and Educational Partnerships (J.T.E.P.) centers provided job opportunities and skills training.

The project served a total of 3,972 students of limited English proficiency (LEP). This represented an increase of over 600 students from the previous year. The target population included students who were over-aged and/or had inadequate schooling. The project provided English as a second language (E.S.L.), native language arts (N.L.A.), and sheltered English instruction for the Chinese component. Preparation was provided for the general equivalency diploma (G.E.D.) examination.

Teachers of participating students had the opportunity to attend weekly staff development meetings. Staff development included teacher orientation and workshops on curriculum development and adaptation of instructional approaches.

Project ASHS met its objectives for English language proficiency, English reading achievement, Spanish reading achievement, and mathematics. It came very close to meeting its objectives for promotion and G.E.D. referrals.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Increase communication between day and evening staff.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Christine LaCerva for collecting the data and writing the report.

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TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| I. | INTRODUCTION | 1 |
| | Project Context | 1 |
| | Students' Characteristics | 2 |
| | Project Objectives | 7 |
| | Project Implementation | 8 |
| II. | EVALUATION METHODOLOGY | 12 |
| | Evaluation Design | 12 |
| | Instruments of Measurement | 12 |
| | Data Collection and Analysis | 12 |
| III. | FINDINGS | 14 |
| | Participants' Educational Progress | 14 |
| | Staff Development Outcomes | 18 |
| IV. | SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 19 |
| | Achievement of Objectives | 19 |
| | Most and Least Effective Components | 19 |
| | Recommendations to Enhance Project Effectiveness | 20 |
| | APPENDIX A Instructional Materials | 21 |

LIST OF TABLES


| | | PAGE |
|---|---|---|
| TABLE 1 | Number of Students in Project ASHS | 2 |
| TABLE 2 | Students' Native Languages | 3 |
| TABLE 3 | Students' Countries of Origin | 5 |
| TABLE 4 | Project Staff Qualifications | 10 |

# I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) 1992-93 evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, Auxiliary Services for High Schools Bilingual Resource and Training Center (Project ASHS).

## PROJECT CONTEXT

The program operated at 22 different sites in the five boroughs of New York City. Data was provided for 18 sites. Almost all the sites were in communities which were heavily populated by recent immigrants who spoke many languages and had low incomes. Local communities included Latino, Asian-American, African-American, and European-American families. School sites reflected the community populations.

Classrooms at the observed sites were spacious and well-lit. Walls were replete with student work, including pictures and maps of the various countries represented by the student body. In the general equivalency diploma (G.E.D.) classes, photocopies of previous students' diplomas were used as decorative borders for the blackboards. Bulletin boards in the halls were colorful and appropriate for young adult learners. Halls were quiet, and the general environment was welcoming.

## STUDENT CHARACTERISTICS

Project ASHS served a total of 3,972 students (see Table 1). Students were classified as being of limited English proficiency (LEP) if they scored at or below the

TABLE 1

Number of Students in Project ASHS

| School | Borough | Enrollment |
|---|---|---|
| I.S. 111 | Brooklyn | 152 |
| Maxwell High School | Brooklyn | 194 |
| Linden Boulevard | Brooklyn | 129 |
| Prospect High School | Brooklyn | 357 |
| J.C. Tenzer High School | Manhattan | 736 |
| J.C. Tenzer Evening High School | Manhattan | 24 |
| Julia Richman Evening Center | Manhattan | 99 |
| Park Ave. Learning Center | Manhattan | 241 |
| Brandeis High School | Manhattan | 264 |
| Lincoln Square | Manhattan | 211 |
| Jamaica Day Learning Center | Queens | 251 |
| Jamaica Evening Learning Center | Queens | 123 |
| J.H.S. 10 Learning Center | Queens | 241 |
| Roberto Clemente | Bronx | 429 |
| Roberto Clemente Evening Center | Bronx | 124 |
| A. Schomburg | Bronx | 190 |
| Bronx High School of Science | Bronx | 147 |
| St. Rita's School | Bronx | 33 |
| TOTAL | | 3,972 |

40th percentile on the Language Assessment Battery (LAB). Project students represented at least 16 languages, with two-thirds having Spanish as their native language. (See Table 2.).

TABLE 2

Students' Native Languages

| Language | Number of Students |
|---|---|
| Spanish | 2,643 |
| Chinese (Cantonese) | 524 |
| Haitian | 493 |
| Chinese (Mandarin) | 98 |
| Vietnamese | 54 |
| French | 47 |
| Greek | 24 |
| Arabic | 5 |
| Chinese (Other) | 4 |
| Hebrew | 4 |
| African languages | 3 |
| English | 3 |
| Russian | 3 |
| Urdu | 2 |
| Korean | 1 |
| Ukrainian | 1 |
| Unreported | 63 |
| TOTAL | 3,972 |

Students came from at least 39 countries (see Table 3). The largest numbers of students were born in the Dominican Republic (36 percent), China (15 percent), and Haiti (13 percent). A majority of the students were over-age for grade or had inadequate or interrupted schooling. A majority of the students also came from low-income families.

Needs Assessment

Before instituting programming, the project conducted a needs assessment of targeted students and their families. The data obtained from these studies indicated two primary needs: (1) to provide LEP students with intensive English and native language instruction along with support services to improve their school performance; and (2) to offer G.E.D. preparation on a flexible, continuous enrollment basis.

TABLE 3

Students' Countries of Origin

| Country | Number of Students |
|---|---|
| Dominican Republic | 1,433 |
| China, People's Republic of | 579 |
| Haiti | 496 |
| Puerto Rico | 315 |
| Ecuador | 196 |
| Honduras | 166 |
| Colombia | 112 |
| Mexico | 102 |
| United States | 78 |
| Vietnam | 73 |
| Guatemala | 66 |
| El Salvador | 65 |
| Hong Kong | 51 |
| Peru | 33 |
| Panama | 26 |

4

| Country | Number of Students |
|---|---|
| Nicaragua | 23 |
| Greece | 19 |
| Argentina | 8 |
| Venezuela | 8 |
| Chile | 7 |
| Brazil | 5 |
| Costa Rica | 5 |
| Afghanistan | 3 |
| Bolivia | 3 |
| Cambodia | 3 |
| Guyana | 3 |
| Burma | 2 |
| Egypt | 2 |
| Hungary | 2 |
| India | 2 |
| Malayasia | 2 |
| Nigeria | 2 |
| Spain | 2 |
| Iran | 1 |
| Korea | 1 |
| Macao | 1 |
| Saudi Arabia | 1 |
| Taiwan | 1 |
| Yemen | 1 |
| Unreported | 74 |
| TOTAL | 3,972 |

PROJECT OBJECTIVES

Student Objectives

- Participating E.S.L. students will make statistically significant gains in English language proficiency as shown by increased scores on the Stanford Achievement Test (S.A.T.)
- Participating students will show statistically significant gains in English reading achievement as shown by increased scores on the S.A.T.
- Seventy-five percent of participating students will be promoted one level of instruction.
- Sixty percent of the participating students will be promoted two levels of instruction.
- Participating students will show statistically significant gains in Spanish reading achievement as shown on La Prueba de Lectura.
- Participating students will show significant gains in mathematics achievement as shown on the N.Y.C. Arithmetic Computation Test.
- Seventy percent of the students enrolled in the High School Equivalency Exam Preparation level will score at or above the passing criterion.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project ASHS provided instructional and support services in Spanish, Chinese, Vietnamese, Greek, and Haitian. The project proposed to increase language skills by offering a full array of native language arts (N.L.A.) classes (literacy, beginner, intermediate, and advanced levels); instruction in English as a second language (E.S.L); and sheltered English instruction for the Chinese component. The project design stressed the provision of appropriate learning contexts for students to attain sufficient proficiency in the content areas to

Materials, Methods, and Techniques

Project ASHS offered four levels of instruction covering the full 12 years of primary and secondary school. There were morning, afternoon, and evening classes on an open-enrollment basis. The project stressed bilingual instructional methodologies, enabling students to acquire concepts and practice emerging skills in English as they progressed to greater use of English through E.S.L. teaching methodologies.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning, small study groups, individualized instructional plans, and computer-assisted instruction (C.A.I.).

Project ASHS incorporated a strong multicultural component into the curriculum in order to foster knowledge of and appreciation for the different cultures represented by the participating students.

Capacity Building

Tax-levy funds will pay for 50 percent of a resource teacher, up from 25 percent in the year under review.

Staff Qualifications

Title VII staff. Title VII funded two curriculum developers and two paraprofessionals. For a description of their degrees and language competencies (teaching or communicative proficient*), see Table 4.

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*Teaching proficiency (TP) is defined as the ability to sue LEP students' native language in teaching language arts or other academic subject. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 4

Project Staff Qualifications

| Position Title | Degree(s) | Language Competence |
|---|---|---|
| Curriculum Developer | M.A. | Spanish TP |
| Curriculum Developer | M.A. | French TP |
| Paraprofessional | | Spanish TP |
| Paraprofessional | | Spanish TP |

The curriculum developers modified, adapted, and designed curricula to meet the needs of the student population. They translated workbooks, reading materials, and classroom worksheets into the native languages of the students.

Other staff. Tax-levy funds paid the salaries of the project director, his assistant, 22 teachers, 30 paraprofessionals, and eight guidance counselors. Approximately ten percent of the participating teachers were permanently licensed in the subject area they taught. The others had subject area expertise but were not certified in the area that they taught. One guidance counselor was bilingual.

The project director's responsibilities included supervising and coordinating activities, selecting and training staff, and providing evaluation data.

The guidance counselors offered targeted students assistance in career and vocational counseling.

Staff development. Project staff participated in group staff development activities. Individual teachers were observed on a regular basis. The project coordinators evaluated performance and recommended the use of appropriate

instructional strategies and materials. Project staff participated in workshops on curriculum development and instructional approaches.

Instructional Time Spent on Particular Tasks.

Students receive 12 hours of N.L.A. and four or five hours of E.S.L. instruction weekly. G.E.D. preparation was offered five days a week, approximately four hours a day.

Length of Time Participants Received Instruction

Students had a mean of 9 years (s.d.=8.0) of education in a non-English-speaking school system and 2 years (s.d.=1.8) of education in the United States. The project did not report the amounts of time students had participated in the project.

Activities to Improve Pre-Referral Evaluation Procedures for Exceptional Students

The project did not provide services to special education or gifted students.

## II. EVALUATION METHODOLOGY

### EVALUATION DESIGN

#### Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. Instruments used to measure educational progress were appropriate for the students involved. The Stanford Achievement Test (S.A.T.), La Prueba de Lectura, and the N.Y.C Arithmetic Computation Test are used to assess the growth of English, Spanish, and mathematics skills in populations similar to those served by Project ASHS.

### INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the S.A.T. to assess the E.S.L. objective, and on La Prueba de Lectura to assess the N.L.A. objective. All students were tested at the level that was appropriate for their level of placement.

To assess the number of students who met the passing criteria for the G.E.D. examination, OREA used scores on the Official Predictive Examination.

The N.Y.C. Arithmetic Computation Test was utilized to assess the mathematics objective.

### DATA COLLECTION AND ANALYSIS

#### Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school

year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates. Due to continuous enrollment, the S.A.T. and La Prueba de Lectura were administered throughout the program.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished by the staff of Project ASHS. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

## III. FINDINGS

### PARTICIPANTS' EDUCATIONAL PROGRESS

Project ASHS carried out all instructional activities specified in its original design. The project director reported that approximately 1,200 students had graduated as of April, 1993.

#### Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

The evaluation objectives for English as a second language were:

- Participating E.S.L. students will make statistically significant gains in English language proficiency as shown by increased scores on the Stanford Achievement Test (S.A.T.).
- Participating students will show statistically significant gains in English reading achievement as shown by increased scores on the S.A.T.

The project reported complete pre- and posttest scores for 1,178 students. The mean gain of 13.0 raw score points (s.d. = 12.3) was statistically significant ($p < .05$). Overall, 95.8 percent of the students demonstrated a gain from pre- to posttest.

The project met its E.S.L. and English reading objectives.

- Seventy-five percent of participating students will be promoted one level of instruction.
- Sixty percent of participating students will be promoted two levels of instruction.

The project reported E.S.L. promotion data for a total of 3,375 students. Of this number, 50.7 percent remained at the same level, 48.8 percent moved to the next level of instruction, 9.2 percent increased two levels, and 0.5 percent had to be placed at a lower level of instruction.

For the 1,949 students placed in level 1, 45.8 percent remained at the same level, 54.2 percent increased at least one level, and 14.3 percent increased two levels.

For the 918 students placed in level 2, 44.0 percent remained at the same level, 54.6 percent increased at least one level, 3.4 percent increased two levels, and 1.4 percent were placed at a lower level.

For the 420 students placed in level 3, 78.1 percent remained at the same level, 21.4 percent increased at least one level, no students increased two levels, and 0.5 percent were placed at a lower level.

For the 88 students placed in G.E.D. English, 97.7 percent remained at the same level, and 2.3 percent were placed at a lower level.

The project did not meet its objective for E.S.L. promotion.

Participants' Progress in Native Language Arts

The OREA evaluation consultant observed an N.L.A. class at the beginning level in late spring.

The classroom was a large, well-lit room, decorated with pictures representing the various cultures of the participating students. Eleven students were present, ranging in age from 16 to the mid-40s. All were native speakers of Spanish. The class was teacher-directed and the teacher spoke in Spanish most of the time. He

created a warm learning environment and worked hard to include everyone. Most students were relaxed and seemed to be enjoying themselves.

The instructor presented a large book, *Los Incas*, with many colorful pictures about the culture of the Incas. There were not enough books for everyone, and most students looked at the book in the teacher's hands. Students identified the illustrations and vocabulary of the lesson in Spanish and English.

The students were actively engaged in this lesson. They interacted only with the teacher, not with each other. A paraprofessional was present, but did not participate in the lesson.

The evaluation objective for N.L.A. was:

- Participating students will show statistically significant gains in Spanish reading achievement as shown on La Prueba de Lectura.

The project reported complete pre- and posttest scores for 425 students. Gains for these students of 8.7 raw score points (s.d.=8.3) were statistically significant ($p<.05$ ). Overall, 93.2 percent of the students demonstrated a gain from pre- to posttest scores.

Project ASHS met its objective for N.L.A.

LEP Participants' Academic Achievement

Teachers used Spanish, Haitian, Greek, or Vietnamese in content area classes at the beginning of the year, then gradually made the transition to English with an E.S.L. methodology. They used a wide array of strategies and techniques, including cooperative learning, research projects, and C.A.I.

The content area objective was:

- Participating students will show significant gains in mathematics achievement as shown by the N.Y.C. Arithmetic Computation Test.

The project reported complete pre- and posttest scores for 762 students. The mean gain for these students of 5.6 raw score points (s.d.=5.7) was statistically significant ($p<.05$). Overall, 96.2 percent of the students demonstrated a gain from pre- to posttest scores.

The project met its content area objective.

G.E.D. Preparation

Individualized instruction and cooperative learning teams focused on the writing process and thematic study. These instructional strategies were tailored to the target population of young adult learners.

The OREA consultant observed an advanced level G.E.D. prep class. There were approximately 30 students present in the 45-minute class. They worked individually with Arco's *G.E.D. Guidebook* in Spanish at different levels. The teacher reported that once or twice a week, the class engaged in group work. The teacher reviewed with students individually. All communication was in Spanish.

The evaluation objective for G.E.D. preparation was:

- Seventy percent of students enrolled in the High School Equivalency Exam (H.S.E.) Preparation level will score at or above the passing criterion.

Project ASHS enrolled a total of 574 students in the H.S.E. preparation course. Of those, a total of 365 students (63.6 percent) were referred to the take the G.E.D.

Data did not include students on other levels or in summer session who were referred to the G.E.D.

While the project did not meet its objective for G.E.D. preparation, it is important to note that the data does not include students in the summer session.

The project did not meet the objective.

STAFF DEVELOPMENT OUTCOMES

Project ASHS did not have any proposed objectives for staff development. The staff, however, did participate in individual and group staff development activities. Teachers were observed on a regular basis. Project advisors evaluated performance and offered suggestions for appropriate instructional strategies and materials. The project director noted, however, that teaching schedules precluded ongoing communication among the staff.

## IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### ACHIEVEMENT OF OBJECTIVES

The project met its E.S.L., N.L.A., and content area objectives. The project did not meet its objectives for promotion to the next level of instruction or for student referral to the G.E.D. examination.

The objective for G.E.D. referral was not met. The project director, however, pointed out that data was from the preparatory level only, and did not include numbers of students from other levels of instruction or students in summer classes who were also referred to take the examination. In the succeeding year, the project director planned to report all students who were referred to the G.E.D., rather than only those in the preparatory class.

### MOST AND LEAST EFFECTIVE COMPONENTS

The most effective component of Project ASHS was the quality instruction provided to the target population. These students, who are traditionally underserved, received a full program of E.S.L. and N.L.A. classes. Quantitative data, reports of observers, and the feedback from those administering the program attested to the strength shown in this area.

The least effective component of the project was the lack of communication between day and evening staff. Due to the varying schedules of day and evening teachers at the many sites, formal structures were needed to facilitate communication among all program staff.

## RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Increase communication between day and evening staff.

APPENDIX A

Instructional Materials*

| Title | Publisher |
|---|---|
| Don Quijote de La Mancha | National Textbook Company |
| Literatura Moderna Hispanica | National Textbook Company |
| Relatos Latinamericanos | National Textbook Company |
| Atlas Moderno Universal | Hammond, Inc. |
| Basic Skills with Whole Numbers | Prentice Hall Regents |
| Basic Skills with Fractions | Prentice Hall Regents |
| Hispanic Stories | Steck-Vaughn |
| America: Su Historia, Libro 1 | Steck-Vaughn |

*The above list is a representative sample of materials used in Project ASHS.